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ABSTRACT

Mississippi students are now being tested at almost every grade level. Passage of the Functional Literacy Examination (FLE) will be a prerequisite for a high school diploma beginning with the 1989 graduating class. This emphasis on testing, without an accompanying commitment to ensuring all students equal access to a full academic core curriculum, has led to mixed results. While the numbers and proportions of black children passing the FLE have been steadily increasing, black enrollment in four-year colleges was lower in 1986 than in 1976. Merely ensuring that every high school graduate is able to master an eighth grade level of literacy will not secure the highly-skilled workforce essential to Mississippi's economic growth. With more jobs requiring a college degree, and with minorities becoming a larger share of a shrinking youth population, the State urgently must seek ways to upgrade its core academic curriculum in every school district, and maximize black, as well as white, enrollment in courses that lead to a college-level education. Major findings and recommendations on the testing of Mississippi students are presented. Data are provided on the core curriculum mandated by the Institutions of Higher Learning (IHL; also known as the State College Board), and on American College Testing Program (ACT) scores. The consequences for students are analyzed, and strategies for Mississippi to improve the situation are outlined. The high school academic core curriculum must be placed center stage on the reform agenda. Tables and graphs illustrate the data. Appendices include the following: (1) college admission requirements; (2) chart of Mississippi school districts, school year 1985-86; and (3) comparison: IHL core curriculum and general education curricula requirements. (BJV)

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A Report to the Mississippi State Board of Education and the Citizens of Mississippi

NAACP Legal Defense and Educational Fund, Inc.

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A Report to the
Mississippi State Board of Education
and the Citizens of Mississippi

NAACP Legal Defense and Educational Fund, Inc.

November 1988

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FOREWORD

For more than four decades the NAACP Legal Defense and Educational Fund, Inc. (LDF) has fought for full access of black Americans to high quality education and for full integration into the labor market. LDF has been actively engaged in Mississippi school desegregation cases for more than twenty years. Progress toward equal opportunity came first at the federal level through court decisions and civil rights laws which struck down the racial barriers that kept blacks in the most inferior schools and the most menial jobs. State governments often were the greatest obstacle toward progress. But in the last decade there has been a marked change in the attitudes and actions of many states toward public schools. Driven by economic concerns—the loss of jobs and low productivity in the workforce—states have focused on education as both the cause of and the solution to their problems. Governors, legislators and business leaders are no longer willing to tolerate a system which sends high school graduates—whether black or white—into the job market with deficient reading, writing and computational skills.

Mississippi was an early leader in education reform among the states. In the late 1970's, several years before the much heralded *A Nation At Risk* report, the Governor and Legislature designed and passed a law formulated to upgrade public schools. In this state, as elsewhere, reform was focused on raising student achievement and teachers' salaries across the board, without addressing the underlying inequities that continue to hinder the state's capacity to promote economic growth.

The most common approach to improving public education and the quality of the future workforce has been to set minimum standards, and employ tests to measure whether those standards are being achieved. Mississippi students are now tested at almost every grade level. Passage of the "Functional Literacy Examination" (FLE), which the State Department of Education says measures an eighth grade literacy standard, will be a prerequisite for a high school diploma beginning with the 1989 graduating class.

This emphasis on testing, without an accompanying commitment to assuring each and every student equal access to a full academic core curriculum, has led to mixed results. While the numbers and proportions of black children passing the FLE has been steadily increasing, black enrollment in four-year colleges was lower in 1986 than it had been in 1976. Merely ensuring that every high school graduate is able to master an eighth grade level of literacy will not secure the highly-skilled workforce essential to Mississippi's economic growth. With more jobs requiring a college degree, and with minorities becoming a larger share of a shrinking youth population, this state urgently must seek ways to upgrade its core academic curriculum in every school district and maximize black, as well as white, enrollment in courses that lead to a college-level education.

Mississippi has taken admirable initial steps toward education reform. Much still remains on the reform agenda, including revamping school finances, raising levels of educational performance, reducing the dropout rate and consolidating small and educationally inadequate schools. All of these issues are important and deserve the attention they are getting.

One area, however, now must move to the forefront of the debate—preparation of high school students for college admission and more technologically advanced jobs. By issuing this report to the citizens and officials of Mississippi, the NAACP Legal Defense Fund hopes to place the high school academic core curriculum center-stage on the reform agenda.

The climate in Mississippi is receptive to change. State policymakers are willing to correct deficiencies in education. Superintendents, principals, teachers and counselors must give priority to increasing enrollment in the academic curriculum and to improving the quality of those courses.

The real impetus for change, however, will come from parents, community leaders and child advocates. They must closely monitor the schools and encourage more students, whether college-bound or not, to pursue academic courses beyond what is minimally required to graduate from high school.

Julius L. Chambers
Director-Counsel,
NAACP Legal Defense and Educational Fund, Inc.

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Chapter One:
INTRODUCTION

"We need to upgrade our workforce so we can get high-scale industry. We can no longer sell low-skilled, low-paid labor."

— Interview with Governor Ray Mabus, in connection with his congressional testimony supporting a bill to create a Lower Mississippi Delta Development Commission. *The Washington Post*, June 29, 1988

The Challenge for Mississippi

If Mississippi is to develop a dynamic, expanding economy, its schools must produce generations of young adults equipped to enter the workforce with the skills needed to compete in today's technologically complex marketplace. According to the Bureau of Labor Statistics, more than half of all new jobs created between 1984 and the year 2000 will require some education beyond high school, and almost a third will be filled by college graduates.

The technology of the workplace is changing. Rural factories now hire technicians to operate automated equipment. Math skills and the ability to read manuals will be needed to implement new manufacturing technologies. Many employers, such as Bell South, require all job applicants to pass a test, screening reading and math aptitude. Cargo handlers at Federal Express cannot be promoted unless they have computer and problem-solving skills. Auto repair now requires diagnostic skills using electronic equipment. The ability to think and to learn, not occupationally specific skills, will be necessary to qualify for and perform these jobs.

Mississippi recognizes that to make economic progress, it must upgrade the skill level of its citizens. Education reform has received the attention it so urgently requires. Formidable challenges, however, remain. Between now and the year 2000, the youth population will shrink, and an increasing proportion of those entering the workforce will be minorities and women.

The statistics are troubling. Only one-third of all high school students complete the academic curriculum required for college admission and entry into the high-skilled jobs of the future. Even more disturbing, less than 20% of black students are estimated to be taking the courses needed to escape from low-paying, dead-end jobs. College enrollment statistics reflect the dilemma. Enrollment in four-year public colleges decreased between 1976 and 1986, from 63,379 to 59,909. The white college population declined from 42,169 to 40,618, while the number of black students dropped from 20,013 to 17,115.

IHL Core: Colleges Set Higher Standards

Three years ago, in 1985, the Board of Trustees of the Institutions of Higher Learning (commonly known as the State College Board) instituted new requirements for admission to the state's four-year colleges and universities. Acting independently of the Legislature or the Board of Education, it required all students applying for college admission, effective in the Fall of 1986, to have taken approved academic courses in high school. This requirement became known as the IHL core, taking its name from Institutions of Higher Learning. The terms "IHL core" and "academic curriculum" are used interchangeably in this report.

The IHL core is a more rigorous academic program than the general education curriculum required for a high school diploma. Students must take more math, science and social studies. For example, the core requires three years of math—Algebra I, Algebra II and Geometry—while the general program requires only two years of General Math. In science, students taking the IHL core must complete three courses, one of which has a laboratory component. The general education program only requires two science courses—a laboratory science and a course called Consumer Science. IHL core students may choose one elective from among foreign language classes or additional math and science courses. General program students select from among eight electives, many of which are non-academic courses. (See Appendix C, p. 28, for additional information on these two high school curricula.)

Prior to adopting the new admission standards in 1985, the College Board conducted a survey, asking districts

whether they offered all the core courses or would do so by the 1985-86 school year. One hundred percent of the school districts responded "yes." A follow-up survey was conducted to find out whether students were actually enrolled in core courses, and the answer again was in the affirmative.

The validity of these surveys, however, is suspect. Claims that all core courses are taught does not mean they are offered every year in all high schools. Short of on-site inspection of teaching schedules, there was no way to confirm whether the required courses were actually being taught. Only in the current school year (1988-89) has the Mississippi Department of Education had sufficient information about class schedules to verify what courses are taught. Based on this information, the Department found that 29 high schools in 18 districts were not teaching the full 25½ units required for accreditation, a standard which judges whether schools are teaching the IHL core.

Despite the survey responses, the College Board adopted a policy of deferrals, permitting students to enter college even if they had not taken all of the required courses. No more than two deferrals are permitted (none are allowed in English), and students must make up the deficiency in the first quarter or semester. Make-up courses in math and science are provided free of charge. This deferral policy is an implicit admission that some high schools have not provided their students with the courses needed for entry into the state university system.

First Steps on Path to Reform

Mississippi has made impressive efforts to improve its public schools. Enactment of the Education Reform Act of 1982 made Mississippi one of the first states in the nation to enact comprehensive, statewide reform of its educational system. That law reinstated compulsory school attendance, installed kindergartens in every school district, put teacher-aids in every first through third grade classroom, established mandatory school accreditation standards for the first time in the state's history, and required high school graduates to pass the Functional Literacy Examination (FLE). The law also set a goal of raising teacher salaries, and in 1988 the Legislature authorized an average increase of $3,800, bringing Mississippi from 49th to 34th among the fifty states in teacher compensation.

But the one area which must move to the forefront of the debate is how well high schools are preparing students for college admission and tomorrow's jobs.

The Mississippi Department of Education, in collaboration with other state agencies, has launched *Mississippi's Youth 2000 Initiative*, a broad-based effort to improve the health, welfare and school attendance of "at-risk" students in the high school class of the year 2000, the class that is now in the first grade.

Much more, however, remains on Mississippi's reform agenda. Equity financing is needed to address great disparities in educational resources between rich and poor school districts. Ways must be found to keep more children in school by reducing the dropout rate. Consolidating small schools is essential to having a stronger educational program. State-sponsored bonding for local school construction would relieve the poorest districts from the often impossible financial burden of building new schools. The shortage of teachers in almost every field must be remedied, along with reversing the decline in the number of black teachers.

All the items on this agenda are important and deserve attention. But the one area which must move to the forefront of the debate is how well high schools are preparing students for college admission and tomorrow's jobs. The purpose of this report is to move that challenge to the top of Mississippi's reform effort.

If the economy is to grow rapidly and American companies are to reassert their world leadership, the educational standards that have been established in the nation's schools must be raised dramatically. Put simply, students must go to school longer, study more, and pass more difficult tests covering more advanced subject matter.
— The Hudson Institute, *Workforce 2000—Work and Workers For the 21st Century.*

A Word About the Numbers

Most of the statistics in this report come from the Mississippi Department of Education which, in addition to implementing the Education Reform Act of 1982, is making great strides in upgrading its database. Just last year, the Department released for the first time a "profile" of every district in Mississippi, one of the very few states in the country to publish comprehensive information about educational resources and performance in its school systems. *School Profiles** provided much of the information included in the chart (Appendix B, p. 18).

The Mississippi Department of Education does not, however, collect data on the number of students who are actually enrolled in the IHL (Institutions of Higher Learning) core curriculum. It does not know how many graduating seniors have taken these courses. The Department also did not collect enrollment data by race at each grade level during the 1985-86 school year, although it now has begun to obtain that information.

In order to get an approximation of how many graduating black and white seniors had completed the IHL core in each school district and for the entire state in the 1985-86 school year, the NAACP Legal Defense and Educational Fund (LDF) had to make some extrapolations from the existing data. We found that there is information on the students who took the American College Test (ACT), a comprehensive examination which measures knowledge, understanding and skills in four categories. The test asks students how many semester hours of different subjects they have taken or will have finished by the time they graduate. Some high school seniors who did not take the ACT may have completed the academic courses. However, we took the number of test-takers who said they had completed the IHL core as the only 12th graders enrolled in these courses, although we know that figure underestimates the actual number.

The information gathered from students who take the ACT provides for each school district the total numbers of students who complete or do not complete the core, broken down by race, and furnishes the average ACT composite score for students in each category. State totals are also provided.

To get an approximation of the number of black and white students in the 12th grade, LDF multiplied the number of graduating seniors in the *School Profiles* by the percent of black enrollment for the whole school population in Kindergarten through 12th grade. That gave us numbers for black and white seniors. To arrive at an estimated percentage of the 1986 seniors, black and white, who had taken the core courses, we divided the ACT-takers who had taken the core by the number of 12th graders.

For example, to calculate the percent of blacks in Natchez Separate enrolled in the core, LDF performed the following calculation: number of 12th graders (434) x % of blacks (.638) = number of black seniors (277); number of ACT-takers with core (75) ÷ (277) = estimated % of blacks in core (27%).

In this report the numbers and percentages of students enrolled in the IHL core are not precise for the 1985-86 school year. They are estimates only. Because of the disproportionately high black dropout rate in Mississippi's schools, these estimates actually overstate core enrollment for black students and understate it for whites.

Statistics are an important tool for monitoring educational progress. They allow year-to-year comparisons, district-to-district comparisons, and school-to-school comparisons. They tell us when schools are doing better and where special attention to improving performance must be directed. While this report's data is not exact, it is the only approximation that exists of how many students are taking the core in each district. There is no comparable information for individual high schools because *School Profiles* provides only district-summary data.

Mississippi must invest in the technology required to collect and report more precise data on its public school students. The Department of Education is improving its database each year. In the current school year, for example, it promises to have grade-level enrollment by race and to produce profiles for individual schools. Yet, it still does not have the capacity to identify which students are taking the IHL core.

School Profiles: The Mississippi Department of Education has compiled a profile of each district and each school. *School Profiles* contains a great deal of useful information for parents and community organizations. It may be obtained by writing or calling the State Department of Education, Bureau of External Relations, at 550 High Street, P.O. Box 771, Jackson, MS 39205 (601/359-3515).

Chapter Two:
MAJOR FINDINGS AND RECOMMENDATIONS

Summary of Findings

1. Less than one third of 1986 graduating seniors in Mississippi is estimated to have taken the academic curriculum—approximately 38% of white seniors and 20% of blacks.

2. Students, both white and black, who take the IHL core do better on the ACT (American College Test) than students who do not. The average composite ACT score in 1987 for all students who had taken the core was 18.0 (on a scale of 1 to 36). But there was a large racial gap: 19.9 for whites and 14.4 for blacks.

3. There is an enormous variation in estimated rates of core participation among Mississippi's school districts: from 5% to 71% of 1986 graduating seniors.

4. The Mississippi Department of Education has established no standards for increasing enrollment in the core, and has no information on the actual number of students in each district who are taking these courses.

5. The Department has no system for monitoring the quality of core instruction in schools throughout the state.

Major Recommendations

1. All students in Mississippi's high schools should be encouraged to and provided with the resources necessary to successfully complete the academic core curriculum.

2. The Mississippi State Board of Education should establish standards for increased enrollment in the academic core and improved ACT scores no later than the beginning of the 1989-1990 school year. Special assistance must be given to local schools to enable them to achieve the standards. Recognition should be awarded to schools which make progress toward meeting their goals.

3. All school systems should adopt plans for increasing enrollment in the academic core, including identifying and removing instructional and counseling practices which prevent students from achieving to their maximum capacity.

4. All public four-year colleges should develop collaborative programs with local high schools to assist in improving the quality of core instruction and encourage more students to take academic courses.

5. Parents and other adults ought to explain to young people the importance of the academic core and strongly encourage them to enroll in those courses.

Chapter Three:
IHL CORE CURRICULUM & ACT SCORES: THE FACTS

This chapter presents some of the basic information about enrollment in the IHL (Institutions of Higher Learning) core curriculum. Some of the areas it explores are:

- Which districts have the highest and lowest rates of core enrollment and which districts have the greatest gap between black and white participation?
- How do Mississippi students score on the American College Test (ACT) and do those students who follow the IHL core score substantially higher than those enrolled in general education courses?
- What are some of the factors which contribute to the low enrollment in the academic curriculum by high school students, especially blacks?

LDF presents the kind of analysis that the Mississippi Department of Education should develop so that it can monitor core completion and ACT test scores. This kind of information will permit state education officials to identify districts with poor performance and to work with local educators toward the goal of increasing the number of high school students, especially blacks, who will be prepared for college and more lucrative job opportunities.

The chart in Appendix B of this report displays estimated data on each school district. Using this information, parents and community leaders can learn what percentage of students in their district is estimated to be taking the academic core and how well, on the average, students are performing on the ACT.

Rates of Core Completion

The most basic measure of whether Mississippi school districts are preparing students for higher-skilled jobs and entry into the public university system is to look at how many students are enrolled in the academic curriculum. There are no actual figures, but a rough estimate is about 30% of all 1986 graduating seniors—38% of white seniors and 20% of blacks.

Table 1 displays estimated core completion rates for all high school graduating seniors. Over two-thirds of all 1986 seniors had not taken the academic curriculum that would prepare them to participate more fully in Mississippi's future. For blacks, that figure rose to 80.3%. White seniors were more than twice as likely to have completed the core as black students.

TABLE 1
Core Completion Rates By Race for 1986 Graduating Seniors*

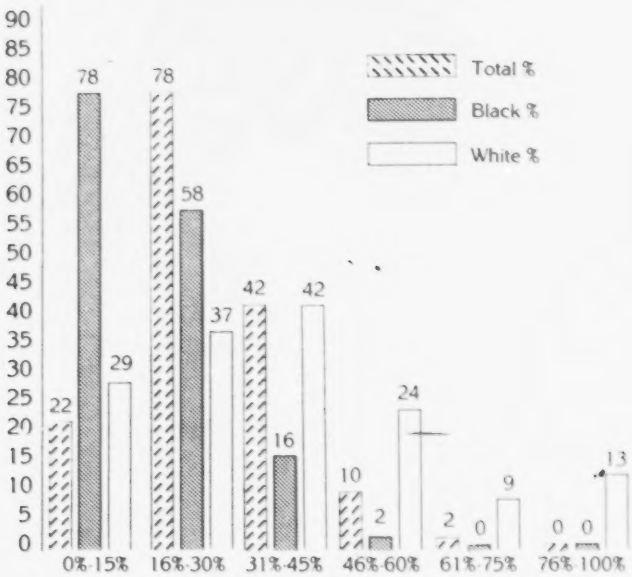
		Completing Core		Not Completing Core	
	Number Graduates	Number	%	Number	%
Total	25,028	7,545	30.0%	17,483	70.0%
White	13,079	5,018	38.4%	8,061	61.6%
Black	11,949	2,351	19.7%	9,598	80.3%

*All numbers are estimates.

State-Wide Variations

There is a tremendous range in participation rates in the IHL core across Mississippi's 154 school districts. Although approximately 30% of all 1986 graduating seniors completed the academic curriculum, the lowest percentage of core participation for all students was 5% (Enterprise Consolidated) and the highest was 71.4% (Durant Separate). The bar graph below shows that most school districts fall in the range of 16% to 30% of graduating seniors completing the IHL core.

Number of School Districts By Percentage of Graduating Seniors Completing Core (1986)



Zero Core Districts

Based on our estimates of students who had completed the IHL core in 1986, we found 12 school systems in which no black seniors had taken the core and 18 school systems in which no white students had followed the academic curriculum. In many of the zero white participation districts there were very few or no white students. The zero black participation districts, however, all had black seniors, and in some cases blacks made up a sizeable portion of the graduating class.

TABLE 2
Districts With No Black Seniors in IHL Core (1986)*

	Total 12th Grade	% Black	Number Black 12th Graders
Enterprise Cons.	40	33.8%	14
Hancock Co.	141	7.5%	11
Long Beach Sep.	304	9.8%	30
Itawamba Co.	72	8.9%	6
Jackson Co.	351	8.7%	31
Lincoln Co.	163	2.5%	4
Union Sep.	31	29.0%	9
Pearl River Co.	99	5.7%	6
Prentiss Co.	176	10.9%	19
Booneville Sep.	55	18.3%	10
Iuka Sep.	65	6.8%	4
Holly Bluff Cons.	25	74.7%	19

*All numbers are estimates.

TABLE 3
Districts With No White Seniors in IHL Core (1986)*

	Total 12th Grade	% White	Number White 12th Graders
Bolivar Co. #3	42	3.4%	1
Bolivar Co. #5	52	7.0%	4
Bolivar Co. #6	69	.0%	0
Claiborne Co.	107	.5%	1
Clay Co.	22	3.2%	1
Hazelhurst Sep.	82	6.2%	5
East Jasper Cons.	70	.2%	0
Leflore Co.	182	16.9%	31
Madison Co.	128	6.0%	8
Holly Springs Sep.	124	14.5%	18
Noxubee Co.	124	.5%	1
North Panola Cons.	77	5.1%	4
Quitman Co.	97	13.0%	13
Anguilla Cons.	37	2.0%	1
Sunflower Co.	76	5.4%	4
Tunica Co.	90	2.4%	1
Hollandale Cons.	81	3.0%	2
Wilkinson Co.	32	.1%	0

*All numbers are estimates.

As manufacturing retools from low to high skills and relies less on labor and more on technology, the currents of rapid change will leave some of the South's labor force high, dry, and unemployed.

— Southern Growth Policies Board, *Halfway Home And A Long Way To Go*—The Report On The 1988 Commission On The Future Of The South.

Highest and Lowest Districts

Next, LDF identified the districts which had the lowest and highest percent of core participation for black students and for white students (Tables 4-7).

TABLE 4
The Ten Districts With the Lowest Percentage of Black Seniors Completing Core (1985-1986)*

	% Blacks Completing Core	% Blacks of District	Number Black Seniors
Alcorn Co.	1.9%	44.0%	106
Benton Co.	2.1%	64.0%	47
Perry Co.	2.8%	34.5%	36
New Albany Sep.	2.8%	29.7%	35
Coffeeville Cons.	2.9%	72.8%	68
Lauderdale Co.	3.1%	30.3%	98
Franklin Co.	3.2%	44.0%	31
Choctaw Co.	3.4%	39.9%	30
Poplarville Sep.	4.5%	18.9%	22
North Pike Cons.	4.7%	36.2%	21

*All numbers are estimates.

TABLE 5
The Ten Districts With the Highest Percentage of Black Seniors Completing the Core (1985-1986)*

	% Blacks Completing Core	% Blacks of District	Number Black Seniors
Humphreys Co.	55.5%	94.3%	61
Wilkinson Co.	46.9%	100.0%	33
Clay Co.	42.3%	96.8%	21
Greenville Sep.	38.3%	87.6%	266
Vicksburg Sep.	37.0%	84.4%	92
Corinth Sep.	36.9%	32.2%	33
Tishomingo Co.	35.0%	3.8%	6
Drew Sep.	34.8%	73.6%	29
Bolivar Co. #3	34.5%	96.6%	41
Jackson Sep.	33.7%	79.8%	1358

*All numbers are estimates.

TABLE 6
The Ten Districts With the Lowest Percentage of White Seniors Completing Core (1985-1986)*

	% Whites Completing Core	% Whites of District	Number White Seniors
No. Tippah Cons.	5.6%	82.5%	72
Enterprise Cons.	7.6%	66.2%	26
Yazoo Co.	8.7%	28.9%	23
Lincoln Co.	9.4%	97.5%	159
Union Co.	9.5%	90.0%	105
Sharkey Issaquena Cons.	10.8%	22.1%	19
Tishomingo Co.	11.9%	96.2%	143
Marion Co.	12.8%	53.9%	86
Greenville Sep.	13.3%	12.4%	38
Wayne Co.	13.7%	53.0%	110

*All numbers are estimates.

TABLE 7
The Ten Districts With the Highest Percentage of White Seniors Completing Core (1985-1986)*

	% Whites Completing Core	% Whites of District	Number White Seniors
Oxford Sep.	88.9%	52.0%	82
Hattiesburg Sep.	85.7%	41.1%	136
Leland Cons.	83.8%	25.8%	19
Vicksburg Sep.	82.3%	15.6%	17
Starkville Sep.	81.8%	51.6%	106
Booneville Sep.	80.1%	81.7%	45
Bolivar Co. #4	79.9%	32.2%	86
Clarksdale Sep.	76.0%	27.4%	41
Clinton Sep.	75.8%	71.1%	219
Aberdeen Sep.	72.5%	27.5%	33

*All numbers are estimates.

Districts With Largest Racial Gap in Core Completion

For almost all Mississippi school districts the rate of core participation can be compared for students of both races. The districts which have the largest gap ought to be a priority concern for state and local educators. Black parents should raise questions with principals, teachers and guidance counselors as to why the black rate is so much lower than the white rate. Are black students being counseled out of college preparatory courses? Are black students disproportionately tracked into low "ability" classes in elementary and junior high grades? Is information about the IHL core requirements adequately disseminated to students, their families and to community groups working with young people?

Shown below are the ten Mississippi school districts with the largest estimated gap in core participation for white and black graduating seniors in 1985-1986.

TABLE 8
The Ten Districts With Largest Racial Difference in Core Participation*

	% Whites in Core	% Blacks in Core
Booneville Sep.	80.1%	0.0%
Hattiesburg Sep.	85.7%	13.8
Oxford Sep.	88.9%	19.8%
Clinton Sep.	75.8%	12.4%
Starkville Sep.	81.8%	25.1%
Okolona Sep.	72.4%	15.7%
Leland Cons.	83.8%	27.3%
Alcorn Co.	57.8%	1.9%
Franklin Co.	58.7%	3.2%
Bolivar Co. #4	79.9%	24.8%

*All numbers are estimates.

ACT Scores: A Measure of Academic Achievement

The American College Testing Program (ACT) is a widely used measure of a student's grasp of four distinct academic areas: English usage, math, social studies and natural sciences. Students receive a composite score ranging from a low of 1 to a high of 36 based on an average of the four subscores. ACT scores were first required for admission to Mississippi's public universities in 1962, the year that a black student was first enrolled in the University of Mississippi.

In recent years, just over half of all graduating seniors have taken the ACT. Between 1986 and 1987, the number increased from 13,701 to 14,714. In both years, white seniors accounted for two thirds of all students who took the test.

By comparing the scores of students who did and did not complete the core, it is apparent that following the academic curriculum is positively related to higher scores on the ACT. That is the case for both black and white students. LDF does not claim that the IHL core is the only factor leading to higher test performance. It is well known that family background and income influence academic performance and that students from better-off homes are more likely to be in the academic track. But the evidence strongly suggests that taking the IHL core improves ACT results.

1986 and 1987 Scores

Tables 9 and 10 show the average composite ACT score for all students and for black and white students in the 1986 and 1987 graduating classes. When students take the test they are asked whether they completed core courses in certain subjects. The test publisher tabulates the scores separately for students who indicate that they have taken the core and for those who say they have not taken the core. On the whole, Mississippi students are scoring lower on the ACT than the national average. The nationwide average in 1986 was 18.8 and in 1987 it was 18.7.

The tables also reveal that black students who have taken the core score *lower* than whites who have not taken the core. Those results are not surprising, given the demographics of Mississippi's population. The state has the highest rate of adult illiteracy in the United States. Thirty percent of its children live in poverty, and a disproportionate number of them are black. Thirty-three percent of black families, but only nine percent of white families, are headed by women. Black children start school at a disadvantage, and poor schools perpetuate that disadvantage. Nonetheless, black students who have taken the core have a significantly higher average ACT score than blacks who have not. And the score for black core-completers in 1987 was slightly higher than the 1986 score.

TABLE 9
Average Composite ACT Scores by Core Completion, by Race (1986)*

	All Students	Completing Core	Not Completing Core
All	16.0	18.2	13.4
Black	12.5	14.2	10.8
White	18.1	20.1	15.2

TABLE 10
Average Composite ACT Scores by Core Completion, by Race (1987)*

	All Students	Completing Core	Not Completing Core
All	15.9	18.0	13.3
Black	12.6	14.4	10.8
White	17.9	19.9	15.0

*Composite test scores range from 1 to 36.

Factors That May Influence Rates of Core Participation

There are many reasons that might explain the variation in IHL core enrollment among districts as well as the differences between white and black students. Obviously, the importance parents give to the academic curriculum and the expectations they hold for their children are contributing factors. What happens at school also is of paramount importance.

Emphasis on the Core

The emphasis that educators place on academic preparation is likely to be reflected in the proportion of students enrolled in the IHL core. Where students are encouraged to take the core and its importance is explained to them and their parents, participation will be higher. The priority given to the core is probably one reason why districts have very different rates of core participation.

Accurate information about the academic requirements and good counseling are also critical. Students must know what courses to pursue and take them in the proper order, beginning in their freshman year in high school. Notice of the IHL core should be sent home at least once a year, and counselors must work closely with parents and students to ensure that all core courses will be completed by the senior year.

Teachers and principals should have high expectations for all students, not just those whose families have two parents and a comfortable income. Educators frequently believe that poor children whose parents did not finish high school will be unable to master higher academic skills and attend college. They may even be actively discouraged from enrolling in the academic core. Low expectations will result in students having lower aspirations for themselves.

Students are often classified as either academic or vocational, as if some jobs do not require a broad educational background and the ability to reason and solve problems. But it is precisely these skills that employers are looking for. Students who graduate without the IHL core will not be qualified for the higher-paying, more skilled jobs now and in the future.

Ability Grouping

Expectations of what students can achieve begin taking hold very early. Many schools start sorting students by "ability" as soon as the first grade. Based on test results, children are assigned to classrooms all day with other students of the same presumed "ability." Perceived ability levels have a major impact on the quality and content of a child's education. Students who are considered "high ability" are exposed to more of the curriculum. Instruction in their classes is more interesting, and learning is organized around meaningful ideas and concepts. By contrast, students in "low ability" classes cover less of the curriculum and their instruction consists of repetitious and boring exercises, unconnected to exciting or stimulating ideas.

Ability grouping becomes a self-fulfilling prophecy. Test scores at the end of the year usually confirm the expectations. "High ability" students do better than "low ability" students because they have been taught more and placed in more stimulating classroom environments. The test scores, along with classroom performance, then become the rationale for class placement in following years. Students rarely move up the "ability" ladder. The achievement gap grows progressively larger as students move through school.

The organization of curriculum and instruction by ability groups has a serious adverse impact on black and poor students who are disproportionately assigned to the "low ability" classes. What begins in the early grades as a small, but clearly apparent, difference between black and white students, becomes in high school a larger and more significant gap. State average scores on the Basic Skills Assessment Program (BSAP) in 1988 show at the 3rd grade a 9 point difference between white and black students. By the eighth grade, the gap has grown to 12 points. There is a similar gap between poor and non-poor students of 7 points at the third grade and of 10 points at the eighth grade. On the whole, black and poor students in Mississippi are less well prepared to begin and successfully complete the IHL core requirements.

Dropout Rate

The evidence shows that the districts with the highest dropout rates tend to have the highest rates of core completion. We took all 154 Mississippi school districts and divided them into four groups based on the dropout rate reported in *School Profiles* for the 1985-1986 school year. The *average* rate of total core completion (that is, for black and white students combined) is shown below:

Dropout Rate in Relationship to Percent of Core Completion

Percent Dropout	Percent Total Core Completion
Over 75%	31.8%
51-75%	28.0%
26-50%	28.5%
Less than 25%	23.4%

This finding stands to reason. In districts with very high dropout rates, the students who remain in school until the 12th grade are those most likely to be doing better in school and to be enrolled in the IHL core. Students with poor school performance, with low aspirations and few expectations from home and school, will have dropped out.

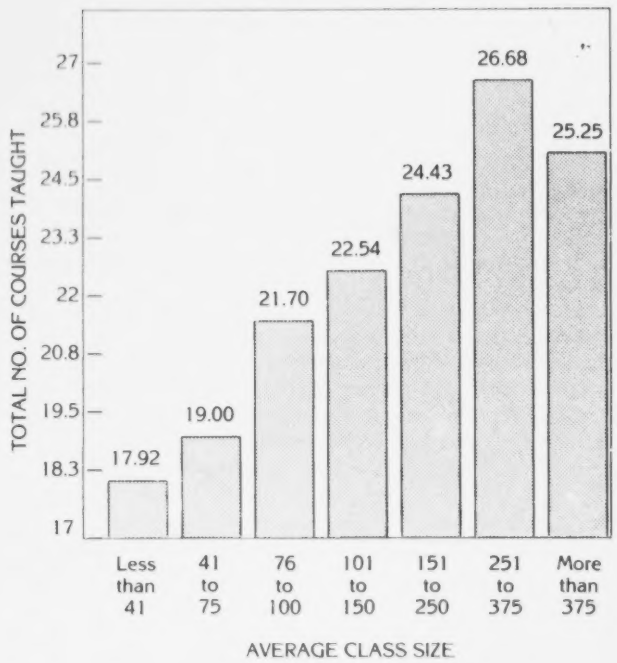
Size of Graduating Class

The rate of core participation for both blacks and whites does seem to be related to the number of students in the graduating class. Using the top 10 and bottom 10 districts for core completion, we computed the average size of the 12th grade class in each category.

Category of District	Average Size 12th Grade
Top 10 districts for blacks completing core	241
Bottom 10 districts for blacks completing core	127
Top 10 districts for whites completing core	154
Bottom 10 districts for whites completing core	142

Our analysis confirms what the Mississippi State Educational Finance Commission found when it compared the total number of courses taught in the academic core with the average senior class size in Mississippi's high schools. As the bar graph demonstrates, the larger high schools provide more of the academic core courses than smaller high schools.

Total Number of Courses Taught in Academic Core By Average Class Size High School



Source: Mississippi State Educational Finance Commission, *School District Reorganization and School Consolidation*, p. 209.

One Student's Story: The Price of Attending a Small School

Pamela Leach is a 1988 graduate of Sebastopol High School in Scott County. One of Mississippi's academically outstanding students who is intent on a medical career, Pamela could not enter college directly from high school. The *Clarion Ledger* of June 12, 1988, reported that Pamela's high school had 167 students in grades 9 through 12. It did not offer physics or other science courses she needed to enter a university. Instead, Pamela had to attend community college in order to take the courses she could not get in high school.

Pamela Leach's story illustrates one aspect of the inadequate college preparation provided by the state's high schools. Her school was simply too small to offer the full range of IHL courses required by the College Board. In a district with only 1,106 students in grades 9-12, pupils are divided between four separate high schools.

Chapter Four:
CONSEQUENCES FOR STUDENTS

The proportion of students enrolled in the IHL core curriculum varies enormously from one Mississippi school district to another. But what do these variations mean for students? Their college options, their future employment prospects, even their eligibility for freshman collegiate sports, depend not only on whether they take the academic courses, but on the quality of that academic instruction.

Quality of Core

One way to measure the quality of a school district's academic curriculum is to determine whether the ACT scores of those enrolled in the IHL core are markedly higher than those signed up for general education courses. In virtually all districts, students who have taken the core curriculum do better on the ACT than those who have not. In some districts, core completers do substantially better, while in other districts taking the core hardly effects ACT scores. In other words, large differences in ACT scores may reflect superior instruction. Marginal differences suggest a very weak education program.

For example, in the Kosciusko Separate School District the core makes a substantial difference for both white and black students. For 1986 graduating seniors the *average* white ACT score was 16.3 for those who did not take the core, but 21.1 for those who did. The *average* black ACT score in that year was 11.6 for those taking general education courses as opposed to 18.8 for those enrolled in the core. Similarly, in 1987 whites who completed the core averaged 21.6 on the ACT compared to 14.1 for whites who did not complete the core. Among black students, core completers scored 17.6, while those who did not follow the academic curriculum averaged 10.9.

In other districts, such as Leland Consolidated and Bolivar #3, the core made virtually no difference. The average white ACT score in Leland improved only .8, from 19.0 for those who did not take the core to 19.8 for those who did. And in Bolivar #3, the average black ACT score was exactly the same, 10.6, for both core-completers and for students in general education.

There are numerous districts where the core made a difference for white students but not for blacks. The Oxford Municipal School District is an interesting example because it is the home of the University of Mississippi. In 1986, white seniors completing the core averaged 23.0 on the ACT compared to 17.8 for those who had not taken the core. By contrast, blacks who followed the academic curriculum scored 13.7, but those in general education averaged 13.1.

In the district next door to Oxford, the Lafayette County School district, core enrollment seemed to have a substantial impact on black students. Those who were in general education scored 9.5 on the ACT, while those taking academic courses raised their average score to 14.0.

Some might attribute differences in performance on the ACT to the students who take the test rather than to the instructional program in the schools. Students who take the core and score well on the ACT, they would argue, are a self-selected group—highly motivated and from better-off families.

There is evidence in Mississippi, however, that is not always the case. LDF's analysis found school districts with similar kinds of students which produced very different test results. Using data for the 1985-86 school year, there were 17 majority black school districts in which 80% or more of the students were eligible for free and reduced-price lunches (a measure of student poverty). The average ACT score for black students who said they had completed the core in those districts was 15 or better. Yet there were 13 districts with the same level of poverty where the ACT score for black students who had taken the core fell below 12.

A particularly good example is three districts in Bolivar County, all of which are 90% or more black and low-income. Black students in Bolivar #5 who had taken the ACT and reported that they had followed the core curriculum averaged 15.7. But black students in Bolivar #2 and Bolivar #3 who had taken the core averaged only 10.6 on the ACT.

What Quality Means

There is compelling evidence that academic performance does not always depend on a student's family background and economic status. The quality of instruction and content of the courses play an important role. Districts with very similar types of students have markedly different ACT results. This poses the question: why do some school systems do better than others?

The quality of core courses may be attributable to factors in the educational program.

- Teacher Supply and Certification. Particularly in math and science, teachers are in short supply in Mississippi, as in every other state. Teachers who are certified in those subjects are likely to want to teach where the salaries are higher and the working conditions better. The quality of math and science instruction may also suffer when teachers have not been trained or certified in those areas. The new Mississippi School for Mathematics and Science will be a very important resource in upgrading the training for current teachers and increasing the number of future teachers.
- Resources. The amount of money spent on instruction varies widely among Mississippi school districts. In the 1985-86 school year the average per-pupil expenditure for instructional costs ranged from $1,150 in Lamar County to $2,622 in Clairborne County. LDF's analysis found no particular relationship between the amount of money spent and the rate of core completion or ACT scores. The reason may be that the proportion of students taking the core curriculum is not necessarily a function of what a district spends. School officials may choose to spend resources in different ways, for example having more vocational than academic teachers. But money translates into more than teachers' salaries. It also buys text books, equipment and supplies. This is especially important in science and foreign language courses where laboratory equipment, computer software and video cassettes are a vital addition to any classroom. School superintendents in several school systems in the Delta reported to LDF that the quality of their core courses was reduced because science labs had not been updated for twenty years. In other districts, money may have been spent on equipment, but if it sits unused in the classroom, it contributes nothing to the learning process.
- Content. A course in one high school or one district may not cover as much of the subject matter as a course in another school or district. Yet students will report that they have "completed the core." If students have not been taught all the material tested by the ACT, they will not be able to answer correctly certain questions. National studies have shown that the more math courses students take the higher their test scores will be. Studies also have documented that schools which are mostly black offer fewer math courses than schools which are predominantly white. Thus, ACT scores will reflect not only how well students have learned the subject, but how much of the curriculum they have been taught.

College Admission

Variations in the quality of the core and ACT scores produce very different college options for Mississippi students. The differences are starkly racial. The vast majority of white core-completers are eligible to attend the five historically white universities, while the majority of their black peers are eligible to attend only the three traditionally black institutions.

The College Board has set a minimum ACT score of 15 for admission to the white institutions. There are 133 school districts in which the *average* white ACT score meets that standard, but only 59 districts in which the *average* black score is 15 or higher.

The minimum ACT scores for admission to the historically black institutions vary, but for all of them it is lower than 15. At Jackson State and Alcorn State the minimum ACT score is 13. For Mississippi Valley it is 10.

Where students attend high school has an important impact on their choice of colleges. In 1986, black students who took the core in Kosciusko scored, on the average, high enough (18.8) to be admitted to Ole Miss. Those black students who lived in Lafayette County, where the University is located, could not be admitted based on their average score in 1986, even if they had taken the core requirements.

The South must find its brainpower everywhere, and develop it fully. We are all dependent upon it.

Every state should also encourage its best poor and minority students in high school. But since it would be cruel to have a dream all dressed up with no place to go, state scholarships based on need must enable these students to attend college. Similar strategies can target all good students in poor and rural high schools.

— Southern Growth Policies Board, *Halfway Home And A Long Way To Go*—The Report On The 1988 Commission On The Future Of The South.

Students who score particularly well on the ACT may be exempt from the core curriculum requirements (see Appendix A). But even these exemptions are stacked against black entry into the historically white universities. Although white colleges require an ACT score of 15, students who score 24 or higher are admitted even if they have not taken the IHL core. For the historically black colleges, the minimum ACT score for admission ranges from 13 to 10, and students who score 20 or better are admitted without having taken the core.

By examining the average ACT scores, we can see that the number of white students who "test out" at 24—thereby qualifying for the exemption at historically white universities—will be much higher than the number of blacks who achieve scores in that range. On the other hand, the highest scoring black students are much more likely to "test out" at 20, the ACT score required for exemption from the IHL core requirement at the historically black colleges.

The chart shows the number of districts in which the average ACT score of core-completers, both black and white, meets the minimum standards of the eight universities. In the column for black ACT scores, there are 59 districts where the average ACT result is 15 or better. There are 41 districts that fall into the 13 but less than 15 range, qualifying for admission to Jackson State and Alcorn State. And there are 40 districts in which the average black score is at least 10 but lower than 13. Mississippi Valley is the only option for students who score in that range.

The white column looks completely different. The average ACT score for white students who completed the core is high enough in almost all school districts to qualify for admission to any public university.

It should also be noted that there are three districts in which the average ACT scores for blacks who took the IHL core is less than 10, which does not meet the minimum admission requirements for any public, four-year university.

Number of Districts Where Average Act Score for Core-Completers Meets Admission Standards

	Black ACT Scores	White ACT Scores
Number of Districts With ACT Scores Qualifying For Historically White Colleges	59	133
Number of Districts With ACT Scores Qualifying For Jackson State and Alcorn State	41	3
Number of Districts With ACT Scores Qualifying for Mississippi Valley State	40	0
Number of Districts With ACT Scores That Do Not Qualify for Admission to Any College	3	0

There are many reasons why black students may prefer to attend a predominantly black college. But until the ACT scores of black students improve, the vast majority of them will not have the full range of college options which most white students enjoy.

The ACT and College Sports

An important consequence of the American College Test (ACT) score is whether a college freshman is eligible to play intercollegiate sports in his or her first year. The National Collegiate Athletic Association (NCAA) rule for freshman eligibility, commonly known as Rule 48, requires a first year college athlete to have earned a grade point average of 2.0 in at least 11 academic core courses and an ACT score of 15.

Rule 48 is very similar to the standard admission requirements that the College Board adopted for Mississippi's historically white universities. For the historically black universities, however, the admission standards are lower than those established by Rule 48. For the typical black senior the result can be devastating. He or she can get into Alcorn State or Jackson State with a score of 13.0, and into Mississippi Valley State with a score of 10.0, but be barred from playing ball in the freshman year.

Chapter Five:
STRATEGIES FOR MISSISSIPPI

Mississippi is losing an enormous amount of human potential—talent which could stimulate economic growth and ameliorate poverty. To redeem its human resources, Mississippi must launch an aggressive statewide initiative to develop the more advanced educational skills—represented by the IHL core curriculum—which are essential for college enrollment and for employment in higher skilled jobs which the state is seeking to attract.

Mississippi has set standards in a number of areas—standards for teachers, schools, high school diplomas and college admission. Yet no standards have been established for enrollment in the IHL core or for performance on the ACT.

As this report makes clear, an exceedingly low rate of students enroll in the academic core courses. The even lower proportion of blacks taking the IHL core is unacceptable. Yet no reform initiatives have been directed at getting more students enrolled in the IHL core or in closing the racial gap in ACT scores. The Mississippi Department of Education does not even keep records on how many students are in core courses. Nor has it included rates of core completion as an indicator of achievement in the performance-based accreditation standards required by the Education Reform Act.

What will be required to improve dramatically the proportion of all students, especially black students, who enroll in the IHL core? LDF's recommendations for state officials, educators and parents are framed by two overriding principles.

First, all students should be encouraged to and provided with the resources necessary to take and successfully complete the core courses. This cannot be accomplished by categorizing and separating students into classes labeled "gifted" or "low ability." Almost all students can achieve at a much higher level than is ordinarily expected of them. Students should not be denied access to the highest quality curriculum.

Second, Mississippi must develop a coordinated educational policy involving both high schools and colleges. The College Board and the State Board of Education must work together to reverse the low rate of core enrollment and to improve performance on the ACT.

Strategies for the College Board

1. The College Board should form a joint task force with the Mississippi Department of Education to monitor core enrollment and ACT scores and to devise strategies for strengthening the curriculum and instruction in schools with low core enrollment and inadequate ACT scores.

2. The College Board should launch a University/School Partnership Project under which each university would establish an outreach program with junior and senior high schools. University and school faculties could work together to ensure that the IHL courses are of high quality and that science labs are up-to-date. To help students understand the importance of a strong academic preparation, universities should arrange summer sessions on college campuses involving academic instruction and computer workshops. Private colleges could be encouraged to join in this initiative.

3. Mississippi's teacher training programs must be strengthened. Incentives, such as repayment of college loans, should be used to attract academically talented undergraduates who agree to teach in schools with the lowest rates of core enrollment.

4. Public service announcements describing college admission requirements should be distributed to every radio and television station in Mississippi.

5. Seminars should be conducted for public school administrators, teachers and guidance counselors on college admission requirements so that they can accurately explain the basic requirements, exceptions and deferrals.

6. A state scholarship program should be established, supported by a trust fund that receives public money, private gifts and corporate contributions. Scholarships would be awarded on the basis of need to students who had completed the core and scored at least 15 on the ACT so that they would be assured financial assistance to attend the public four-year college of their choice. The College Board would administer the scholarship program.

Strategies for the State Department of Education

1. The Mississippi Department of Education should establish standards for increasing enrollment in the academic core in all school districts, along with targets for achieving those goals, no later than the beginning of the 1989-90 school year.

2. Improved core enrollment and ACT scores should be made part of the performance accreditation system mandated by the Education Reform Act. Full accreditation status should not be awarded to schools which do not make progress toward higher core enrollment, increased performance on the ACT and closing the racial gap in core participation.

3. The Mississippi Department of Education must require school districts to report annually the number of students, by race, enrolled in the IHL core. Schools with the lowest rates of core enrollment and the largest racial

disparities should be targeted for special help. Local school officials should be required to identify and remedy instructional and counseling practices that hinder core enrollment, especially in the elementary and junior high grades. Plans for improving core participation should be submitted to the Department so that state officials can monitor and provide technical assistance to those districts. Special recognition must be given to school districts which make exceptional progress in raising core participation and ACT scores.

4. The Department should run summer institutes for teams of principals and teachers from low-performing schools so that they can plan a schoolwide strategy for improving instructional and counseling practices that will increase enrollment in and improvement of core courses.

5. The Department must work more closely with black organizations and community groups to support and encourage high academic achievement, especially for low-income students.

6. *School Profiles*, published by the Department for every school district, should include data on the percent of students completing the core and on average composite ACT scores. This information should be shown for all students and for students of both races.

Strategies for Schools

1. Administrators and teachers in each school must be committed to the goal that *all* of their students can achieve at higher levels and that more students can succeed in the academic core curriculum. All students should be encouraged and given the support necessary to take the IHL courses, whether or not they think they will attend college.

2. Schools at all grade levels must eliminate artificial barriers, such as rigid ability grouping or tracking, which deprives some students of the highest quality instruction and learning available.

3. Information concerning college admission requirements and job qualifications should be widely disseminated to students, to their parents, and to community organizations. What teachers do in school must be reinforced outside of school. Therefore, school and home must work closely together to plan a student's high school schedule so that the entire core curriculum is completed by the end of the 12th grade.

4. High schools can start by examining their own core enrollments and ACT scores. Administrators, teachers and guidance counselors should design a plan, with yearly targets, for increasing core participation. Special attention must be given to raising the number of black students in the core curriculum.

5. The seventh and eighth grades are crucial years in students' lives. In these grades children may become discouraged and think of dropping out. By the eighth grade they begin forming ideas about their future and what courses they will take in high school. *No* student should be counseled out of the college preparatory courses.

Strategies for Parents and Students

The chart at the end of this report provides a starting point for parents, students and community leaders to begin monitoring their own school district. Remember that the numbers for percent of students in the core are estimates only. Superintendents or the Mississippi Department of Education should be asked to provide the most current information for the 1988 graduating class.

Here are some of the ways that the chart can help you examine how well your own school district is preparing students for college admission and better-paying jobs.

1. What is the approximate percentage of all 12th graders in 1986 who were enrolled in the core (column 23)? What was the estimated percentage for black students (column 21) and for whites (column 22)?

2. Columns 6 through 17 show the actual numbers for black and white seniors who took the ACT in 1986 and their average composite scores. This information is broken down separately for students who said they completed the core and for those who said they had not taken the core. The important point is to compare the students who took the ACT but did not complete the core with those who followed the core curriculum. Identify the differences. Compare the 1986 figures on the chart to more recent data to see if there has been any improvement.

3. If the school district has more than one high school, obtain the information on the ACT test for the 1988 graduating class for each high school and make the same comparison as described in #2 above.

4. Similar comparisons can be made among school districts in the same county or among neighboring counties. Do other districts have higher (or lower) rates of participation in the core? What are the differences in ACT scores, especially between core-completers and those who have not completed the core? Does taking the core seem to produce higher ACT scores in some districts, but not in other districts?

5. Parents and community leaders should discuss with young people the importance of taking the academic curriculum. Students should be encouraged to take the core courses and their progress must be carefully monitored. Parents or other adults who have an interest in the child's future should regularly meet with teachers to discuss how best to support the classroom learning.

Equipped with the information in this report and additional figures gathered for your school district, you are now prepared to talk with school officials about what can be done to increase core enrollment and ACT scores.

Appendix A:
COLLEGE ADMISSION REQUIREMENTS

Effective in the Fall of 1986, all students entering Mississippi's public universities must have taken 13½ academic credits approved by the College Board and earn a minimum score of between 10 and 15 on the American College Test (ACT). This Appendix describes the minimum ACT scores required for admission to the state's eight public colleges and universities. It also details the deferral policy and exemptions from basic admission requirements.

The ACT Score: Basic Minimums

The American College Test (ACT) consists of four tests which are supposed to measure academic abilities in English, mathematics, social studies and natural sciences. The scores on each of the four tests are added together to produce a composite score. The range for composite scores is from 1 to 36.

Students are charged a fee ($10.50 in 1985-1986; $11.50 in 1988-1989) to take the ACT, but this should not be a barrier to low-income families. Fee-waivers can be requested and are routinely granted by the American College Testing Program. To request fee-waivers, school officials can either fill out an ACT form or simply write a letter on school or district stationery. The American College Testing Program takes the word of school officials about students who need fee-waivers. Families are not asked to provide information about their income.

All state universities have a minimum ACT score for admission based on the composite of scores from the four subtests. Shown below are the minimum scores for each institution.

15 Delta State University
15 Mississippi State University
15 Mississippi University for Women
15 University of Southern Mississippi
15 University of Mississippi
13 Alcorn State University
13 Jackson State University
10 Mississippi Valley State University

Deferral Policy

The College Board has a permanent policy of deferrals regarding the IHL course requirements. This policy applies to all eight institutions.

No more than two deferrals of the core course requirements are permitted. Deferrals are granted, provided that a student takes an approved course in the field of deferral in the first semester or quarter of college attendance.

English: No deferrals are permitted.

Math: One deferral provided that the student takes and passes Geometry or Algebra. For students with both a math deficiency and a score below 12 on the ACT math subtest, a special course must be taken by the end of the first academic year.

Science: One deferral, provided that a student takes and passes an initial credit biology, chemistry or physics course in the first semester or quarter and provided that the student has already taken one course in that field of science in high school.

Elective: One deferral, provided that the student takes and passes an initial credit course in mathematics, biology, chemistry, physics or foreign language in the first semester or quarter. Students may not use this deferral for a math course if they are already using the math deferral. Students who use this elective deferral to make up a deficiency in science must have taken at least one high school course in the selected discipline.

Institutional Exemptions

In addition to the deferral policy applying to all colleges and universities, each institution has its own rules permitting exceptions to the minimum ACT score and IHL course requirements. There is one set of rules for the five historically white universities and a separate set of rules for each of the three historically black institutions.

Information about admission requirements for the state's four-year colleges and universities is contained in a booklet entitled *Admission Standards and Core Requirements.* It is available from the Board of Trustees of State Institutions of Higher Learning, P.O. Box 2336, Jackson, MS 39225 (601/982-6611).

Exceptions to Standard Admission Requirements for Delta State University, Mississippi State University, Mississippi University for Women, University of Mississippi and University of Southern Mississippi

- Up to 5% of the previous year's freshman class or 50 students may be admitted with an ACT composite score of 9. This exception accommodates "talented and/or high risk students."
- Students with a score below 12 on the English and/or math ACT subtests may be admitted, but must complete a "developmental program" in the area of deficiency.
- Students with a single deficiency in the IHL core units may be exempted from that area of deficiency if they have an ACT score of at least 18 on the appropriate subtest.
- Any student who has not completed the IHL core and who does not meet any of the above criteria for exemption must earn at least a "C" average in the previous 24 semester hours at another institution of higher learning. The other institutions include the historically black colleges, a community college or a private school.
- Any student who has a composite ACT score of 24 or higher is exempt from all IHL courses.

Exceptions to Standard Admission Requirements for Alcorn State University, Jackson State University and Mississippi Valley State University

All three historically black institutions have a common set of exemptions.

- Any student with a composite ACT score of 20 is exempt from all IHL core requirements.
- Any student with one IHL core deficiency may be exempt from that deficiency if he or she has scored at least 15 on the appropriate ACT subtest.
- A student with a "B" average (3.0 grade point average) in the required high school units in an area (e.g. math) in which the student has no more than one deficiency may be exempt from that deficiency and from the required minimum ACT subtest score that is required for exemption. This option applies to no more than one area.
- Students who score below 12 on the ACT English and/or Math subtest must enter and satisfactorily complete an approved developmental program in the area of deficiency.
- Students with deficiencies in the IHL core who do not meet the exemptions in #2 and #3 above must complete the core with a "C" average at a junior college or private school.

In addition, each historically black institution may admit a certain number of students with ACT composite scores of 9. The number who may be admitted under this allowance is 10% of the previous year's freshman fall enrollment at Alcorn State, 8% at Jackson State, and 10% at Mississippi Valley State.

ACT Under Fire

Black citizens and the U.S. Department of Justice are the plaintiffs in a lawsuit charging the State of Mississippi with operating a racially separate system of public higher education in violation of the Constitution and the Civil Rights Act of 1964. That suit also challenges use of the American College Test (ACT) as the sole criterion for entry into a state university as intentionally discriminatory.

The minimum ACT score of 15, required for admission to the historically white schools, has a severe exclusionary impact on black students. In 1985, 70% of all black Mississippi high school graduates who took the ACT did not attain that minimum score.

The black plaintiffs and the U.S. urge that the ACT be used in conjunction with high school grades, thus establishing a more accurate and less discriminatory measure of a student's ability to do college-level work. This position is consistent with the advice of the test's publisher that high school grades be taken into consideration.

The College Board argues that the lack of comparability among the state's high schools and "grade inflation" make it unwise to use high school grades as one of the admission criteria. However, as the plaintiffs have pointed out, admission standards at the three historically black colleges do permit students to enroll if they score a minimum of 9 on the ACT, have a 3.0 high school grade average and are in the top half of their graduating class. But there is no similar provision for allowing the historically white institutions to consider a student's high school grades as a basis for admission.

Appendix B:

CHART OF MISSISSIPPI SCHOOL DISTRICTS: SCHOOL YEAR 1985-1986

District Name	1 Total enrollment grades 9-12	2 % black students	3 % drop outs	4 % receiving free lunch	5 Average per pupil expenditure	6 Number blacks took ACT	7 Average black ACT score	8 Number whites took ACT	9 Average white ACT score
Adams County									
NATCHEZ SEPARATE SCHOOL DIST	2008	63.8%	22%	78.3%	$1,449.16	112	13.1	99	17.8
Alcorn County									
CORINTH SEPARATE SCH DISTRICT	519	32.2%	45%	53.3%	$1,442.61	16	14.5	69	19.2
ALCORN COUNTY SCHOOL DISTRICT	941	44.0%	38%	55.2%	$1,554.98	7	10.4	137	17.3
Amite County									
AMITE COUNTY SCHOOL DISTRICT	580	84.3%	44%	93.2%	$1,527.87	31	12.3	3	18.0
Attala County									
KOSCIUSKO SEPARATE SCH DIST	513	49.2%	50%	76.2%	$1,291.63	31	13.7	48	19.0
ATTALA CO SCHOOL DISTRICT	412	70.5%	46%	90.6%	$1,589.17	20	13.6	11	16.1
Benton County									
BENTON CO SCHOOL DISTRICT	367	64.0%	39%	87.5%	$1,512.84	16	11.7	15	14.0
Bolivar County									
BOLIVAR CO SCHOOL DIST #1	572	89.5%	50%	94.6%	$1,600.84	33	10.1	5	17.8
BOLIVAR CO SCHOOL DIST #2	37	96.5%	35%	98.3%	$2,085.58	10	9.5	2	16.5
BOLIVAR CO SCHOOL DIST #3	313	96.6%	64%	99.1%	$1,552.39	30	10.6	0	0.0
BOLIVAR CO SCHOOL DIST #4	1386	67.8%	45%	74.2%	$1,414.36	86	11.9	97	18.8
BOLIVAR CO SCHOOL DIST #5	270	93.0%	31%	95.6%	$1,530.70	27	12.8	1	24.0
BOLIVAR CO SCHOOL DIST #6	333	100.0%	25%	93.8%	$1,520.95	11	12.3	0	0.0
Calhoun County									
CALHOUN CO SCHOOL DISTRICT	818	40.3%	39%	73.6%	$1,413.02	11	11.8	69	16.4
Carroll County									
CARROLL CO SCHOOL DISTRICT	314	86.5%	53%	95.9%	$1,513.42	24	11.2	5	15.4
Chickasaw County									
HOUSTON SEPARATE SCHOOL DIST	506	39.0%	40%	56.2%	$1,502.09	9	15.2	39	19.0
OKOLONA SEPARATE SCHOOL DIST	300	64.9%	52%	62.4%	$1,294.50	13	14.9	30	14.4
CHICKASAW CO SCHOOL DISTRICT	151	51.5%	57%	78.7%	$1,639.16	11	12.1	18	12.9
Choctaw County									
CHOCTAW COUNTY SCH DISTRICT	434	39.9%	35%	76.5%	$1,562.85	5	9.6	26	16.4
Claiborne County									
CLAIBORNE COUNTY SCHOOL DIST	541	99.5%	25%	96.4%	$2,622.76	50	10.1	0	0.0
Clarke County									
ENTERPRISE CONS SCH DISTRICT	209	33.8%	36%	64.2%	$1,300.16	1	13.0	13	16.2
QUITMAN CONSOLIDATED SCH DIST	676	50.3%	49%	69.6%	$1,339.68	18	12.8	48	17.9
Clay County									
WEST POINT SEPARATE SCH DIST	971	73.0%	46%	73.7%	$1,361.67	56	14.8	38	18.8
CLAY COUNTY SCHOOL DISTRICT	99	96.8%	54%	96.9%	$1,594.96	16	10.6	0	0.0
Coahoma County									
CLARKSDALE SEPARATE SCH DIST	1132	72.6%	37%	85.9%	$1,473.05	60	14.9	45	18.4
COAHOMA CO SCHOOL DISTRICT	517	87.2%	76%	97.1%	$1,774.53	14	10.9	5	13.2
Copiah County									
HAZLEHURST SEPARATE SCH DIST	426	93.8%	35%	95.0%	$1,275.52	39	10.5	1	10.0
COPIAH COUNTY SCHOOL DISTRICT	903	60.0%	25%	83.6%	$1,312.09	27	11.4	55	17.3
Covington County									
COVINGTON CO SCHOOL DISTRICT	983	47.2%	34%	71.8%	$1,506.70	12	12.4	70	16.3

10 Number blacks took ACT/ completed core	11 Average ACT scores	12 Number whites took ACT/ completed core	13 Average ACT scores	14 Number blacks took ACT/ no core	15 Average ACT scores	16 Number whites took ACT/ no core	17 Average ACT scores	18 Total Number students in Grade 12	19 Number blacks in Grade 12	20 Number whites in Grade 12	21 % blacks took core	22 % whites took core	23 Total % took core
75	14.0	60	19.4	37	11.4	39	15.3	434	277	157	27.1%	38.2%	31.1%
12	15.6	41	21.0	4	11.3	28	16.5	101	33	68	36.9%	59.9%	52.5%
2	11.0	78	19.6	5	10.2	59	14.3	241	106	135	1.9%	57.8%	33.2%
19	13.5	3	18.0	12	10.4	0	0.0	124	105	19	18.2%	15.4%	17.7%
9	18.8	27	21.1	22	11.6	21	16.3	87	43	44	21.0%	61.1%	41.4%
8	14.5	4	19.5	12	13.0	7	14.1	79	56	23	14.4%	17.2%	15.2%
1	17.0	4	17.5	15	11.3	11	12.7	74	47	27	2.1%	15.0%	6.8%
11	13.4	3	19.3	22	8.5	2	15.5	83	74	9	14.8%	34.4%	16.9%
7	10.6	1	20.0	3	7.0	1	13.0	41	40	1	17.7%	69.7%	19.5%
14	10.6	0	0.0	16	10.6	0	0.0	42	41	1	34.5%	0.0%	33.3%
45	13.6	69	20.4	41	10.0	28	15.0	268	182	86	24.8%	79.9%	42.5%
12	15.7	0	0.0	15	10.5	1	24.0	52	48	4	24.8%	0.0%	23.1%
5	13.4	0	0.0	6	11.3	0	0.0	69	69	0	7.2%	0.0%	7.2%
5	14.4	40	18.6	6	9.7	29	13.3	161	65	96	7.7%	41.6%	28.0%
9	14.7	2	19.5	15	9.1	3	12.7	45	39	6	23.1%	32.9%	24.4%
6	17.7	21	22.6	3	10.3	18	14.8	88	34	54	17.5%	39.1%	30.7%
6	17.5	15	16.9	7	12.7	15	12.0	59	38	21	15.7%	72.4%	35.6%
4	15.5	4	14.0	7	10.1	14	12.6	33	17	16	23.5%	25.0%	24.2%
1	10.0	17	17.5	4	9.5	9	14.2	74	30	44	3.4%	38.2%	24.3%
27	10.2	0	0.0	23	10.0	0	0.0	107	106	1	25.4%	0.0%	25.2%
0	0.0	2	20.5	1	13.0	11	15.5	40	14	26	0.0%	7.6%	5.0%
3	14.0	30	19.0	15	12.6	18	16.1	121	61	60	4.9%	49.9%	27.3%
27	16.6	21	20.7	29	13.2	17	16.5	167	122	45	22.1%	46.6%	28.7%
9	11.6	0	0.0	7	9.4	0	0.0	22	21	1	42.3%	0.0%	40.9%
33	16.4	31	20.1	27	13.0	14	14.7	149	108	41	30.5%	76.0%	43.0%
4	13.5	1	17.0	10	9.9	4	12.3	51	44	7	9.0%	15.3%	9.8%
25	10.8	0	0.0	14	10.1	1	10.0	82	77	5	32.5%	0.0%	30.5%
17	12.2	32	18.8	10	9.9	23	15.1	166	100	66	17.1%	48.2%	29.5%
7	14.4	34	17.7	5	9.6	36	14.9	196	93	103	7.6%	32.9%	20.9%

District Name	1 Total enrollment grades 9-12	2 % black students	3 % drop outs	4 % receiving free lunch	5 Average per pupil expenditure	6 Number blacks took ACT	7 Average black ACT score	8 Number whites took ACT	9 Average white ACT score
Desoto County									
DESOTO CO SCHOOL DISTRICT	3908	20.9%	37%	43.2%	$1,240.67	53	13.1	346	18.2
Forrest County									
HATTIESBURG SEPARATE SCH DIST	1579	58.9%	32%	70.8%	$1,634.90	50	13.3	142	20.6
PETAL SEPARATE SCHOOL DISTRICT	962	10.5%	28%	37.2%	$1,374.92	7	12.6	88	18.2
FORREST CO SCHOOL DISTRICT	387	29.3%	20%	65.3%	$1,519.79	4	10.0	31	17.9
Franklin County									
FRANKLIN CO SCHOOL DISTRICT	459	44.0%	54%	74.4%	$1,596.32	6	12.2	36	17.8
George County									
GEORGE CO SCHOOL DISTRICT	1067	12.1%	36%	56.2%	$1,151.81	8	14.8	85	17.7
Greene County									
GREENE CO SCHOOL DISTRICT	653	29.6%	27%	77.1%	$1,451.52	9	10.9	45	15.0
Grenada County									
GRENADA SEPARATE SCHOOL DIST	1164	57.3%	60%	64.3%	$1,440.27	51	12.9	57	17.1
Hancock County									
BAY ST LOUIS SEPARATE SCH DIST	624	21.4%	44%	60.1%	$1,332.89	6	14.8	46	18.2
HANCOCK CO SCHOOL DISTRICT	732	7.5%	35%	77.1%	$1,248.10	3	12.3	59	14.1
Harrison County									
BILOXI SEPARATE SCH DISTRICT	1890	26.0%	42%	62.1%	$1,695.47	27	15.2	143	20.0
GULFPORT SEPARATE SCH DISTRICT	1674	44.1%	37%	55.7%	$1,636.08	39	12.7	112	19.5
LONG BEACH SEPARATE SCH DIST	1098	9.8%	1%	32.6%	$1,498.05	0	0.0	118	19.5
PASS CHRISTIAN SEP SCHOOL DIST	407	46.7%	56%	70.3%	$2,010.31	15	12.8	15	17.0
HARRISON CO SCHOOL DISTRICT	3076	23.7%	49%	61.7%	$1,433.48	19	12.1	130	18.4
Hinds County									
JACKSON SEPARATE SCH DISTRICT	8773	79.8%	35%	74.7%	$1,571.47	695	13.3	287	18.4
CLINTON SEPARATE SCHOOL DIST	1569	28.9%	30%	36.1%	$1,447.60	29	12.0	235	19.6
HINDS COUNTY SCHOOL DISTRICT	1244	67.1%	57%	73.2%	$1,421.24	59	11.6	61	16.4
Holmes County									
DURANT SEPARATE SCH DISTRICT	170	60.7%	53%	81.1%	$1,448.09	8	16.8	15	17.7
HOLMES COUNTY SCHOOL DISTRICT	1049	99.9%	52%	99.2%	$1,400.38	94	10.2	1	20.0
Humphreys County									
HUMPHREYS CO SCHOOL DISTRICT	521	94.3%	78%	98.5%	$1,357.40	59	14.2	2	11.5
Itawamba County									
ITAWAMBA CO SCHOOL DISTRICT	536	8.9%	73%	52.0%	$1,436.35	2	12.0	35	14.7
Jackson County									
MOSS POINT SEPARATE SCH DIST	1854	59.8%	41%	69.8%	$1,502.75	82	11.5	64	17.9
OCEAN SPRINGS SEP SCHOOL DIST	1297	6.4%	21%	28.9%	$1,580.67	7	14.0	199	19.0
PASCAGOULA SEPARATE SCH DIST	2508	24.8%	39%	49.8%	$1,707.96	28	11.1	227	19.4
JACKSON CO SCHOOL DISTRICT	1841	8.7%	40%	47.3%	$1,720.19	4	9.3	135	18.0
Jasper County									
EAST JASPER CONSL SCHOOL DIST	431	99.8%	14%	94.7%	$1,379.85	25	10.5	0	0.0
WEST JASPER CONS SCHOOL DIST	545	53.2%	38%	79.1%	$1,457.19	8	11.3	38	16.4
Jefferson County									
JEFFERSON CO SCHOOL DISTRICT	612	100.0%	33%	99.0%	$1,476.04	34	12.0	1	15.0
Jefferson Davis County									
JEFFERSON DAVIS CO SCHOOL DIST	909	74.6%	38%	83.2%	$1,392.95	43	12.7	23	16.7
Jones County									
LAUREL MUNICIPAL SEP SCH DIST	959	70.9%	39%	80.4%	$1,789.20	41	13.0	78	19.1
JONES CO SCHOOL DISTRICT	2476	18.4%	30%	56.8%	$1,391.53	34	11.8	200	15.8

10 Number blacks took ACT/ completed core	11 Average ACT scores	12 Number whites took ACT/ completed core	13 Average ACT scores	14 Number blacks took ACT/ no core	15 Average ACT scores	16 Number whites took ACT/ no core	17 Average ACT scores	18 Total Number students in Grade 12	19 Number blacks in Grade 12	20 Number whites in Grade 12	21 % blacks took core	22 % whites took core	23 Total % took core
19	16.8	163	19.9	34	11.1	183	16.6	781	163	618	11.6%	26.4%	23.3%
27	15.3	117	21.8	23	11.0	25	15.1	332	196	136	13.8%	85.7%	43.4%
2	16.0	65	19.0	5	11.2	23	16.1	179	19	160	10.7%	40.6%	37.4%
2	8.5	23	19.4	2	11.5	8	13.4	68	20	48	10.0%	47.8%	36.8%
1	21.0	23	18.7	5	10.4	13	16.3	70	31	39	3.2%	58.7%	34.3%
6	15.5	52	19.3	2	12.5	33	15.2	190	23	167	26.1%	31.1%	30.5%
4	12.0	16	18.3	5	10.0	29	13.2	134	40	94	10.1%	17.0%	14.9%
32	13.5	37	18.4	19	11.9	20	14.8	173	99	74	32.3%	50.1%	39.9%
3	18.0	34	19.6	3	11.7	12	14.3	126	27	99	11.1%	34.3%	29.4%
0	0.0	32	16.1	3	12.3	27	11.7	141	11	130	0.0%	24.5%	22.7%
16	16.9	105	21.2	11	12.8	38	16.8	394	102	292	15.6%	36.0%	30.7%
14	14.7	68	21.7	25	11.6	44	16.0	300	132	168	10.6%	40.5%	27.3%
0	0.0	75	20.7	0	0.0	43	17.4	304	30	274	0.0%	27.4%	24.7%
8	15.0	12	17.3	7	10.3	3	15.7	71	33	38	24.1%	31.7%	28.2%
10	13.1	81	20.6	9	10.9	49	14.8	423	100	323	10.0%	25.1%	21.5%
458	14.5	215	19.1	237	11.1	72	16.1	1702	1358	344	33.7%	62.5%	39.5%
11	14.2	166	20.9	18	10.7	69	16.5	308	89	219	12.4%	75.8%	57.5%
12	14.3	29	18.4	47	10.9	32	14.7	180	121	59	9.9%	49.0%	22.8%
4	16.5	11	18.2	4	17.0	4	16.5	21	13	8	31.4%	133.3%	71.4%
37	11.6	1	20.0	57	9.3	0	0.0	201	201	0	18.4%	497.5%	18.9%
34	16.0	1	17.0	25	11.8	1	6.0	65	61	4	55.5%	27.0%	53.8%
0	0.0	15	18.6	2	12.0	20	11.8	72	6	66	0.0%	22.9%	20.8%
48	12.5	50	19.0	34	10.0	14	13.9	324	194	130	24.8%	38.4%	30.2%
3	15.3	130	21.2	4	13.0	69	14.8	287	18	269	16.3%	48.4%	46.3%
13	12.4	144	20.9	15	10.0	83	16.8	448	111	337	11.7%	42.7%	35.0%
0	0.0	85	19.6	4	9.3	50	15.2	351	31	320	0.0%	26.5%	24.2%
17	11.6	0	0.0	8	8.1	0	0.0	70	70	0	24.3%	0.0%	24.3%
3	14.0	20	18.1	5	9.6	18	14.5	120	64	56	4.7%	35.6%	19.2%
23	13.5	1	15.0	11	8.9	0	0.0	119	118	1	19.5%	100.0%	20.2%
16	15.1	13	18.6	27	11.2	10	14.2	157	117	40	13.7%	32.6%	18.5%
25	14.8	57	20.3	16	10.1	21	15.7	156	111	45	22.6%	125.6%	52.6%
8	13.3	97	18.6	26	11.4	103	13.2	481	89	392	9.0%	24.7%	21.8%

District Name	1 Total enrollment grades 9-12	2 % black students	3 % drop outs	4 % receiving free lunch	5 Average per pupil expenditure	6 Number blacks took ACT	7 Average black ACT score	8 Number whites took ACT	9 Average white ACT score
Kemper County									
KEMPER COUNTY SCHOOL DISTRICT	535	86.7%	47%	91.9%	$1,508.06	21	14.8	6	15.7
Lafayette County									
OXFORD SEPARATE SCHOOL DIST	745	48.0%	27%	64.0%	$1,748.78	26	13.5	88	22.1
LAFAYETTE CO SCHOOL DISTRICT	577	39.0%	43%	65.1%	$1,333.04	9	11.0	46	16.6
Lamar County									
LAMAR COUNTY SCHOOL SYSTEM	1375	8.7%	29%	48.3%	$1,150.14	17	10.5	154	17.4
LUMBERTON LINE CONS SCH DIST	260	42.1%	38%	67.3%	$1,488.22	7	15.9	26	17.8
Lauderdale County									
MERIDIAN SEPARATE SCH DISTRICT	2215	60.1%	34%	70.1%	$1,514.58	74	14.7	122	19.8
LAUDERDALE COUNTY SCH DISTRICT	1804	30.3%	36%	58.4%	$1,272.86	25	13.6	135	19.3
Lawrence County									
LAWRENCE CO SCHOOL DISTRICT	828	43.0%	36%	70.2%	$1,430.28	32	13.4	65	18.0
Leake County									
LEAKE CO SCHOOL DISTRICT	919	59.8%	40%	85.7%	$1,295.40	26	13.7	45	17.0
TUPELO SEPARATE SCH DISTRICT	1671	25.1%	25%	33.4%	$1,551.76	17	12.8	216	19.7
Lee County									
LEE COUNTY SCHOOL DISTRICT	1277	32.6%	55%	70.8%	$1,422.84	23	11.9	85	15.8
NETTLETON LINE CONS SCH DIST	352	34.1%	52%	56.1%	$1,357.66	6	15.2	7	22.7
Leflore County									
GREENWOOD SEPARATE SCHOOL DIST	1170	62.9%	53%	80.8%	$1,713.57	38	14.8	71	19.1
LEFLORE COUNTY SCHOOL DISTRICT	1023	83.1%	49%	89.0%	$1,515.25	64	12.0	0	0.0
Lincoln County									
BROOKHAVEN SEPARATE SCH DIST	1065	51.3%	29%	70.6%	$1,611.21	51	13.9	66	19.0
LINCOLN CO SCHOOL DISTRICT	745	2.5%	17%	65.3%	$1,286.24	12	10.5	68	16.1
Lowndes County									
COLUMBUS MUNICIPAL SCH DIST	1803	62.7%	45%	76.4%	$1,553.33	70	12.5	99	21.6
LOWNDES CO SCHOOL DISTRICT	1200	40.6%	41%	62.7%	$1,287.55	26	11.6	68	17.9
Madison County									
CANTON SEPARATE SCH DISTRICT	986	96.5%	53%	98.9%	$1,374.98	50	13.5	2	17.5
MADISON CO SCHOOL DISTRICT	567	94.0%	64%	96.3%	$1,560.08	36	11.9	0	0.0
RIDGELAND MUN SEP SCHOOL DIST	633	27.0%	60%	36.4%	$1,360.95	12	13.9	41	18.7
Marion County									
COLUMBIA SEPARATE SCH DISTRICT	556	40.6%	38%	67.5%	$1,575.95	17	14.2	37	17.4
MARION CO SCHOOL DISTRICT	741	46.1%	30%	85.7%	$1,582.48	22	10.7	31	14.4
Marshall County									
HOLLY SPRINGS SEP SCH DISTRICT	597	85.5%	27%	93.1%	$1,341.47	51	10.6	2	8.0
MARSHALL COUNTY SCH DISTRICT	1010	65.4%	52%	90.4%	$1,428.50	49	10.9	20	15.8
Monroe County									
AMORY SEPARATE SCHOOL DISTRICT	575	36.8%	45%	50.4%	$1,485.16	11	13.7	44	19.0
ABERDEEN SEPARATE SCH DISTRICT	699	72.4%	42%	66.0%	$1,468.56	25	13.4	39	16.6
MONROE CO SCHOOL DISTRICT	753	15.1%	25%	55.5%	$1,342.76	8	9.6	47	16.4
Montgomery County									
WINONA SEPARATE SCH DISTRICT	415	52.7%	45%	85.5%	$1,509.07	7	14.0	16	16.9
MONTGOMERY CO SCHOOL DISTRICT	250	80.4%	52%	92.7%	$1,487.82	16	11.6	7	19.4
Neshoba County									
PHILADELPHIA SEPARATE SCH DIST	351	52.0%	33%	60.3%	$1,467.10	17	11.1	40	16.5
NESHOBA CO SCHOOL DISTRICT	897	21.9%	29%	60.1%	$1,364.23	17	12.7	75	17.3
Newton County	458	60.7%	41%	74.5%	$1,454.80	12	14.4	16	18.5
UNION SEPARATE SCHOOL DISTRICT	215	29.0%	52%	54.9%	$1,376.35	2	14.5	19	18.9
NEWTON COUNTY SCHOOL DISTRICT	521	26.3%	25%	66.4%	$1,400.98	8	10.9	36	16.5

10 Number blacks took ACT/ completed core	11 Average ACT scores	12 Number whites took ACT/ completed core	13 Average ACT scores	14 Number blacks took ACT/ no core	15 Average ACT scores	16 Number whites took ACT/ no core	17 Average ACT scores	18 Total Number students in Grade 12	19 Number blacks in Grade 12	20 Number whites in Grade 12	21 % blacks took core	22 % whites took core	23 Total % took core
12	15.3	4	17.5	9	14.2	2	12.0	82	71	11	16.9%	36.7%	19.5%
15	13.7	73	23.0	11	13.1	15	17.8	158	76	82	19.8%	88.9%	55.7%
3	14.0	30	18.2	6	9.5	16	13.4	100	39	61	7.7%	49.2%	33.0%
6	11.5	94	19.6	11	10.0	60	13.9	285	25	260	24.2%	36.1%	35.1%
5	18.6	14	21.4	2	9.0	12	13.6	48	20	28	24.7%	50.4%	39.6%
38	16.8	73	21.8	36	12.5	49	17.0	413	248	165	15.3%	44.3%	26.9%
3	22.3	56	21.5	22	12.4	79	17.7	323	98	225	3.1%	24.9%	18.3%
18	14.4	33	20.6	14	12.1	32	15.3	144	62	82	29.1%	40.2%	35.4%
12	16.1	14	20.1	14	11.6	31	15.6	164	98	66	12.2%	21.2%	15.9%
8	13.6	155	21.2	9	12.0	61	15.9	331	83	248	9.6%	62.5%	49.2%
6	13.3	42	17.6	17	11.4	43	14.0	212	69	143	8.7%	29.4%	22.6%
2	23.0	6	21.3	4	11.3	1	31.0	45	15	30	13.0%	20.2%	17.8%
14	18.9	40	21.8	24	12.3	31	15.5	187	118	69	11.9%	57.7%	28.9%
49	12.8	0	0.0	15	9.3	0	0.0	182	151	31	32.4%	0.0%	26.9%
28	16.5	33	21.4	23	10.6	33	16.5	188	96	92	29.0%	36.0%	32.4%
0	0.0	15	20.7	12	10.5	53	14.8	163	4	159	0.0%	9.4%	9.2%
24	15.8	74	22.5	46	10.8	25	18.8	309	194	115	12.4%	64.2%	31.7%
7	13.9	41	20.0	19	10.8	27	14.9	202	82	120	8.5%	34.2%	23.8%
32	15.3	2	17.5	18	10.1	0	0.0	162	156	6	20.5%	35.3%	21.0%
22	12.1	0	0.0	14	11.5	0	0.0	128	120	8	18.3%	0.0%	17.2%
4	17.5	29	19.7	8	12.1	12	16.4	56	15	41	26.4%	71.0%	58.9%
9	16.1	29	18.8	8	12.1	8	12.3	94	38	56	23.6%	51.9%	40.4%
13	11.7	11	16.7	9	9.3	20	13.1	159	73	86	17.7%	12.8%	15.1%
32	11.6	0	0.0	19	8.9	2	8.0	124	106	18	30.2%	0.0%	25.8%
10	15.8	9	18.4	39	9.6	11	13.6	142	93	49	10.8%	18.3%	13.4%
4	16.3	23	21.3	7	12.3	21	16.6	91	33	58	11.9%	40.0%	29.7%
18	13.6	24	18.8	7	12.7	15	13.1	120	87	33	20.7%	72.5%	35.0%
3	11.7	24	17.9	5	8.4	23	14.7	155	23	132	12.8%	18.2%	17.4%
2	17.0	6	21.8	5	12.8	10	14.0	77	41	36	4.9%	16.5%	10.4%
8	12.1	6	20.7	8	11.0	1	12.0	50	40	10	19.9%	61.2%	28.0%
2	12.5	20	19.3	15	10.9	20	13.8	81	42	39	4.7%	51.4%	27.2%
7	18.0	39	19.6	10	9.0	36	14.9	189	41	148	16.9%	26.4%	24.3%
6	16.3	13	18.8	6	12.5	3	17.0	68	41	27	14.5%	48.6%	27.9%
0	0.0	7	21.9	2	14.5	12	17.3	31	9	22	0.0%	31.8%	22.6%
2	19.0	14	20.4	6	8.2	22	14.0	92	24	68	8.3%	20.6%	17.4%

District Name	1 Total enrollment grades 9-12	2 % black students	3 % drop outs	4 % receiving free lunch	5 Average per pupil expenditure	6 Number blacks took ACT	7 Average black ACT score	8 Number whites took ACT	9 Average white ACT score
Noxubee County									
NOXUBEE CO SCHOOL DISTRICT	782	99.5%	35%	97.7%	$1,512.09	27	10.8	0	0.0
Oktibbeha County									
STARKVILLE SEPARATE SCH DIST	1146	48.4%	37%	57.6%	$1,454.15	51	13.1	116	22.1
OKTIBBEHA CO SCHOOL DISTRICT	511	78.6%	30%	90.5%	$1,425.80	29	9.0	16	14.5
Panola County									
N PANOLA CONS SCHOOL DISTRICT	516	94.9%	59%	97.9%	$1,491.36	34	11.0	2	15.5
SOUTH PANOLA CONS SCH DISTRICT	1267	50.4%	25%	77.1%	$1,340.51	33	13.6	66	17.5
Pearl River County									
PICAYUNE SEPARATE SCHOOL DIST	1098	26.2%	33%	51.2%	$1,368.26	23	11.1	121	18.2
POPLARVILLE SEPARATE SCH DIST	581	18.9%	38%	56.4%	$1,457.95	8	10.9	66	16.9
PEARL RIVER CO SCHOOL DISTRICT	550	5.7%	30%	54.4%	$1,155.32	3	9.3	53	15.4
Perry County									
RICHTON SEPARATE SCHOOL DIST	295	26.0%	23%	65.6%	$1,483.35	4	11.0	23	15.5
PERRY CO SCHOOL DISTRICT	478	34.5%	41%	79.5%	$1,585.64	6	8.2	25	14.4
Pike County									
MCCOMB SEPARATE SCH DISTRICT	1054	55.9%	41%	75.7%	$1,522.32	47	12.0	57	21.0
SOUTH PIKE CONS SCHOOL DIST	715	70.8%	58%	89.8%	$1,358.18	19	11.7	15	18.8
NORTH PIKE CONS SCHOOL DIST	397	36.2%	42%	61.3%	$1,370.74	5	16.0	26	18.8
Pontotoc County									
PONTOTOC SEPARATE SCHOOL DIST	430	33.7%	48%	49.1%	$1,272.72	12	15.2	46	18.9
PONTOTOC CO SCHOOL DISTRICT	674	13.3%	30%	42.2%	$1,678.48	9	9.6	64	17.8
Prentiss County									
PRENTISS CO SCHOOL DISTRICT	792	10.9%	37%	70.6%	$1,561.76	6	10.7	69	15.0
BALDWYN SEPARATE SCHOOL DIST	303	37.2%	43%	62.4%	$1,339.70	7	15.0	28	16.7
BOONEVILLE SEPARATE SCH DIST	275	18.3%	43%	49.8%	$1,489.43	1	14.0	44	17.7
Quitman County									
QUITMAN CO SCHOOL DISTRICT	602	87.0%	54%	95.5%	$1,517.76	40	10.4	6	12.2
Rankin County									
RANKIN CO SCHOOL DISTRICT	3270	22.0%	28%	40.4%	$1,320.13	49	11.1	315	19.7
PEARL MUN SEPARATE SCH DIST	1070	17.6%	47%	36.3%	$1,382.11	25	12.8	109	17.2
Scott County									
FOREST SEPARATE SCHOOL DIST	480	57.7%	48%	74.4%	$1,570.57	12	14.5	25	16.7
SCOTT COUNTY SCHOOL DISTRICT	1106	40.3%	41%	73.8%	$1,347.17	23	12.6	55	17.5
Sharkey County									
ANGUILLA CONSL SCHOOL DISTRICT	205	98.0%	41%	97.9%	$1,412.61	18	10.2	0	0.0
SHARKEY-ISSAQUENA CONS SD	456	77.9%	50%	91.8%	$1,354.73	37	11.0	6	15.0
Simpson County									
SIMPSON COUNTY SCHOOL DISTRICT	1238	47.0%	46%	74.8%	$1,396.01	40	11.1	74	16.0
Smith County									
SMITH COUNTY SCHOOL DISTRICT	912	30.5%	27%	62.8%	$1,440.16	13	12.4	78	17.6
Stone County									
STONE COUNTY SCHOOL DISTRICT	650	28.5%	41%	58.5%	$1,386.11	12	10.7	59	17.7
Sunflower County									
DREW SEPARATE SCHOOL DISTRICT	397	73.6%	51%	91.2%	$1,497.50	23	13.1	7	16.0
INDIANOLA MUN SEP SCH DISTRICT	1077	93.5%	57%	93.0%	$1,401.13	94	12.6	3	17.0
SUNFLOWER COUNTY SCHOOL DIST	430	94.6%	55%	96.7%	$1,423.47	33	12.3	1	18.0
Tallahatchie County									
EAST TALLAHATCHIE SCH DISTRICT	485	67.7%	69%	85.6%	$1,372.90	13	10.3	18	17.1
W TALLAHATCHIE CONSL SCH DIST	409	92.5%	68%	98.1%	$1,327.68	26	11.0	5	16.8

10 Number blacks took ACT/ completed core	11 Average ACT scores	12 Number whites took ACT/ completed core	13 Average ACT scores	14 Number blacks took ACT/ no core	15 Average ACT scores	16 Number whites took ACT/ no core	17 Average ACT scores	18 Total Number students in Grade 12	19 Number blacks in Grade 12	20 Number whites in Grade 12	21 % blacks took core	22 % whites took core	23 Total % took core
12	13.5	0	0.0	15	8.7	0	0.0	124	123	1	9.7%	0.0%	9.7%
25	15.8	87	23.5	26	10.5	29	17.7	206	100	106	25.1%	81.8%	54.4%
9	12.0	8	16.0	20	7.6	8	13.0	97	76	21	11.8%	38.5%	17.5%
13	12.7	0	0.0	21	9.9	2	15.5	77	73	4	17.8%	0.0%	16.9%
16	15.5	33	19.2	17	11.8	33	15.8	212	107	105	15.0%	31.4%	23.1%
9	11.3	85	19.4	14	11.0	36	15.4	223	58	165	15.4%	51.6%	42.2%
1	9.0	29	19.8	7	11.1	37	14.7	117	22	95	4.5%	30.6%	25.6%
0	0.0	18	18.6	3	9.3	35	13.7	99	6	93	0.0%	19.3%	18.2%
2	14.0	11	17.5	2	8.0	12	13.6	51	13	38	15.1%	29.1%	25.5%
1	12.0	11	16.1	5	7.4	14	13.1	105	36	69	2.8%	16.0%	11.4%
15	13.9	41	22.5	32	11.1	16	17.4	166	93	73	16.2%	56.0%	33.7%
12	12.3	11	20.7	7	10.6	4	13.5	89	63	26	19.0%	42.3%	25.8%
1	20.0	13	21.6	4	15.0	13	15.9	59	21	38	4.7%	34.5%	23.7%
4	21.5	26	21.9	8	12.0	20	15.0	78	26	52	15.2%	50.3%	38.5%
2	10.5	40	19.5	7	9.3	24	15.0	133	18	115	11.3%	34.7%	31.6%
0	0.0	23	18.0	6	10.7	46	13.5	176	19	157	0.0%	14.7%	13.1%
3	17.7	5	22.6	4	13.0	23	15.4	49	18	31	16.5%	16.2%	16.3%
0	0.0	36	18.1	1	14.0	8	16.0	55	10	45	0.0%	80.1%	65.5%
14	11.8	0	0.0	26	9.7	6	12.2	97	84	13	16.6%	0.0%	14.4%
17	14.5	227	21.4	32	9.3	88	15.2	649	143	506	11.9%	44.8%	37.6%
12	11.7	62	18.8	13	13.8	47	15.1	218	38	180	31.3%	34.5%	33.9%
7	17.3	16	17.6	5	10.6	9	15.0	81	47	34	15.0%	46.7%	28.4%
6	16.5	22	21.4	17	11.2	33	15.0	201	81	120	7.4%	18.3%	13.9%
7	11.7	0	0.0	11	9.2	0	0.0	37	36	1	19.3%	0.0%	18.9%
6	18.3	2	21.5	31	9.6	4	11.8	84	65	19	9.2%	10.8%	9.5%
20	12.8	43	17.6	20	9.3	31	13.9	210	99	111	20.3%	38.6%	30.0%
3	11.3	49	18.5	10	12.7	29	15.9	199	61	138	4.9%	35.4%	26.1%
5	11.2	37	19.1	7	10.3	22	15.4	117	33	84	15.0%	44.2%	35.9%
10	14.0	2	15.5	13	12.4	5	16.2	39	29	10	34.8%	19.4%	30.8%
42	14.8	2	21.5	52	10.9	1	8.0	159	149	10	28.3%	19.4%	27.7%
14	12.5	0	0.0	19	12.2	1	18.0	76	72	4	19.5%	0.0%	18.4%
5	13.2	8	21.5	8	8.5	10	13.5	70	47	23	10.6%	35.4%	18.6%
9	14.9	2	17.0	17	8.9	3	16.7	54	50	4	18.0%	49.4%	20.4%

District Name	1 Total enrollment grades 9-12	2 % black students	3 % drop outs	4 % receiving free lunch	5 Average per pupil expenditure	6 Number blacks took ACT	7 Average black ACT score	8 Number whites took ACT	9 Average white ACT score
Tate County									
SENATOBIA SEPARATE SCHOOL DIST	421	36.6%	40%	54.1%	$1,281.40	7	16.0	28	16.0
TATE COUNTY SCHOOL DISTRICT	953	51.2%	35%	80.1%	$1,268.75	30	9.7	43	15.9
Tippah County									
NORTH TIPPAH CONSL SCHOOL DIST	403	17.5%	23%	55.0%	$1,468.76	3	9.0	31	15.0
SOUTH TIPPAH CONSL SCHOOL DIST	736	27.1%	32%	65.6%	$1,421.85	14	12.4	74	17.3
Tishomingo County									
IUKA SEPARATE SCHOOL DISTRICT	349	6.8%	30%	53.6%	$1,271.13	0	0.0	28	18.9
TISHOMINGO CO SCHOOL DISTRICT	586	3.8%	21%	59.4%	$1,378.90	3	16.3	61	16.7
Tunica County									
TUNICA COUNTY SCHOOL DISTRICT	577	98.6%	49%	98.1%	$1,345.04	15	13.5	0	0.0
Union County									
NEW ALBANY SEPARATE SCH DIST	531	29.7%	31%	42.6%	$1,599.49	9	10.9	57	18.4
UNION COUNTY SCHOOL DISTRICT	705	10.0%	32%	46.6%	$1,267.59	7	12.1	60	15.7
Walthall County									
WALTHALL CO SCHOOL DISTRICT	779	57.2%	38%	82.8%	$1,407.62	29	13.6	37	18.4
Warren County									
VICKSBURG SEPARATE SCHOOL DIST	1034	84.4%	62%	86.1%	$1,516.02	66	13.8	18	22.7
WARREN COUNTY SCHOOL DISTRICT	1828	28.4%	30%	43.4%	$1,382.85	42	12.4	209	19.4
Washington County									
GREENVILLE SEPARATE SCH DIST	1965	87.6%	52%	86.9%	$1,486.97	152	14.7	18	15.1
HOLLANDALE CONS SCH DIST	346	97.0%	31%	96.5%	$1,492.89	44	10.4	1	15.0
LELAND CONS SCHOOL DISTRICT	542	74.2%	51%	86.6%	$1,669.96	30	13.6	21	19.6
WESTERN LINE CONS SCHOOL DIST	542	57.2%	53%	86.9%	$1,589.15	27	12.3	22	15.3
Wayne County									
WAYNE COUNTY SCHOOL DISTRICT	1156	47.0%	35%	80.4%	$1,387.65	41	10.8	63	16.9
Webster County									
WEBSTER CO SCHOOL DISTRICT	624	10.4%	30%	59.1%	$1,494.07	12	13.2	88	15.3
Wilkinson County									
WILKINSON CO SCHOOL DISTRICT	346	100.0%	75%	94.8%	$1,594.69	33	10.6	1	7.0
LOUISVILLE SEPARATE SCH DIST	1194	55.8%	40%	76.8%	$1,398.77	35	11.1	76	17.4
Yalobusha County									
COFFEEVILLE CONS SCHOOL DIST	293	72.8%	52%	90.3%	$1,380.80	8	13.1	11	16.2
WATER VALLEY CONS SCH DIST	419	45.2%	39%	64.0%	$1,237.59	10	13.1	24	16.8
Yazoo County									
YAZOO CITY SEPARATE SCH DIST	979	73.5%	52%	81.4%	$1,403.90	51	11.4	40	17.4
HOLLY BLUFF CONS SCH DIST	72	74.7%	13%	96.9%	$1,734.78	4	8.8	6	14.5
YAZOO CO SCHOOL DISTRICT	385	71.1%	58%	87.1%	$2,072.44	22	10.2	11	16.9

10 Number blacks took ACT/ completed core	11 Average ACT scores	12 Number whites took ACT/ completed core	13 Average ACT scores	14 Number blacks took ACT/ no core	15 Average ACT scores	16 Number whites took ACT/ no core	17 Average ACT scores	18 Total Number students in Grade 12	19 Number blacks in Grade 12	20 Number whites in Grade 12	21 % blacks took core	22 % whites took core	23 Total % took core
2	20.5	10	20.2	5	14.2	18	13.6	61	22	39	9.0%	25.9%	19.7%
7	10.4	20	16.8	23	9.5	23	15.1	175	90	85	7.8%	23.4%	15.4%
1	12.0	4	14.5	2	7.5	27	15.0	87	15	72	6.6%	5.6%	5.7%
5	16.2	33	19.2	9	10.3	41	15.8	178	48	130	10.4%	25.4%	21.3%
0	0.0	15	21.1	0	0.0	13	16.4	65	4	61	0.0%	24.8%	23.1%
2	19.5	17	20.5	1	10.0	44	15.3	149	6	143	35.0%	11.9%	12.8%
10	15.2	0	0.0	5	10.0	0	0.0	90	89	1	11.3%	0.0%	11.1%
1	16.0	26	21.7	8	10.3	31	15.7	119	35	84	2.8%	31.1%	22.7%
1	21.0	10	20.4	6	10.7	50	14.8	117	12	105	8.5%	9.5%	9.4%
20	13.6	27	19.6	9	13.3	10	15.2	141	81	60	24.8%	44.7%	33.3%
34	14.9	14	23.4	32	12.5	4	20.0	109	92	17	37.0%	82.3%	44.0%
20	14.1	144	21.0	22	10.9	65	15.8	396	112	284	17.8%	50.8%	41.4%
102	15.9	5	17.0	50	12.3	13	14.3	304	266	38	38.3%	13.3%	35.2%
19	11.6	0	0.0	25	9.5	1	15.0	81	79	2	24.2%	0.0%	23.5%
15	16.3	16	19.8	15	10.8	5	19.0	74	55	19	27.3%	83.8%	41.9%
14	13.2	7	20.6	13	11.4	15	12.9	77	44	33	31.8%	21.2%	27.3%
8	15.3	15	18.1	33	9.7	48	16.5	207	97	110	8.2%	13.7%	11.1%
3	19.0	35	18.1	9	11.2	53	13.4	153	16	137	18.9%	25.5%	24.8%
15	11.1	0	0.0	18	10.2	1	7.0	32	32	0	46.9%	0.0%	46.9%
16	12.9	42	19.1	19	9.6	34	15.3	215	120	95	13.3%	44.2%	27.0%
2	18.0	7	18.4	6	11.5	4	12.3	94	68	26	2.9%	27.3%	9.6%
6	15.5	16	18.6	4	9.5	8	13.4	64	29	35	20.7%	45.6%	34.4%
23	13.5	16	21.3	28	9.7	24	14.8	169	124	45	18.5%	35.7%	23.1%
0	0.0	3	13.3	4	8.8	3	15.7	25	19	6	0.0%	47.4%	12.0%
6	9.8	2	22.5	16	10.4	9	15.7	80	57	23	10.5%	8.7%	10.0%

Columns 19-23 are estimates based on LDF's extrapolations. All other data comes from *School Profiles* and ACT-Tested Graduating Class 1986 supplied by the Mississippi Department of Education.

Appendix C:
IHL CORE & GENERAL EDUCATION REQUIREMENTS

IHL Core

Subject	Required Credits	Courses
English	4	English I-IV
Math	3	Algebra I & II Geometry
Science	3	Choose from Biology, Chemistry, Physics and advanced courses in these three sciences. One course must be laboratory based.
Social Studies	2.5	U.S. History: 1877 to Present (1) U.S. Government (1/2) Mississippi State and Local Government (1/2) Elective (1/2)
Required Elective	1	Choose from foreign language, math above Algebra II or a science course
Other Electives	4.5	Two credits of foreign language, a math course in the senior year, computer science, and typing recommended.
Total Required Credits:	18	

General Education

Subject	Required Credits	Courses
English	4	English I-IV
Math	2	Gen. Math I Gen. Math II
Science	2	A Laboratory Science Consumer Science
Social Studies	2	U.S. History: 1877 to Present (1) U.S. Government (1/2) Mississippi State and Local Government (1/2)
Electives	8	Choose from academic courses or art, computer education, health and physical education, journalism, music, oral communication, reading or vocational education
Total Required Credits:	18	